



New tools for new realities

Student Centred Learning & the European Standards and Guidelines for Quality Assurance

EQUIP Webinar
Brussels, 13 April 2016



The European Students' Union



The European Students' Union (ESU) is an umbrella organisation of **45 National Unions of Students** from **38 different countries** & 13 European student associations. Through its members, ESU represents over 15 million students in Europe.

The aim of ESU is to represent and promote the educational, social, economic and cultural interests of students at the European level towards all relevant bodies and in particular the European Union, Bologna Follow Up Group, Council of Europe and UNESCO.

Vision: Equal educational and social opportunities in an open and democratic Europe where students shape a sustainable future.

ESU is diverse, democratic and open-minded

Long (hi)story short



- 17th October 1982: **WESIB** is founded in Stockholm
- 1989: Wall falls and WESIB becomes  **ESIB**
www.esib.org
- 1999: The Bologna Process starts and **ESIB** creates content committees – From information exchange to more advocacy
- 2001: **ESIB** as stakeholder organization in the Bologna Process
- 2003: **ESIB** moves from Vienna to Brussels
- 2007: **ESIB** is renamed into  **ESU**
european students' union
- 2017: 35th anniversary of **WESIB/ESIB/ESU**

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Background – QA and the ESG

ESG and the QA

QA in the Bologna Process



Bologna Declaration (1999)

“Promotion of European co-operation in quality assurance with a view to developing comparable criteria and methodologies.”

Berlin Communiqué (2003)

Call upon ENQA through its members, **in cooperation with the EUA, EURASHE, and ESIB**, to develop **an agreed set of standards, procedures and guidelines on quality assurance** and to ‘explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies, and to **report back** through the Bologna Follow-Up Group to Ministers **in 2005**

European Standards & Guidelines



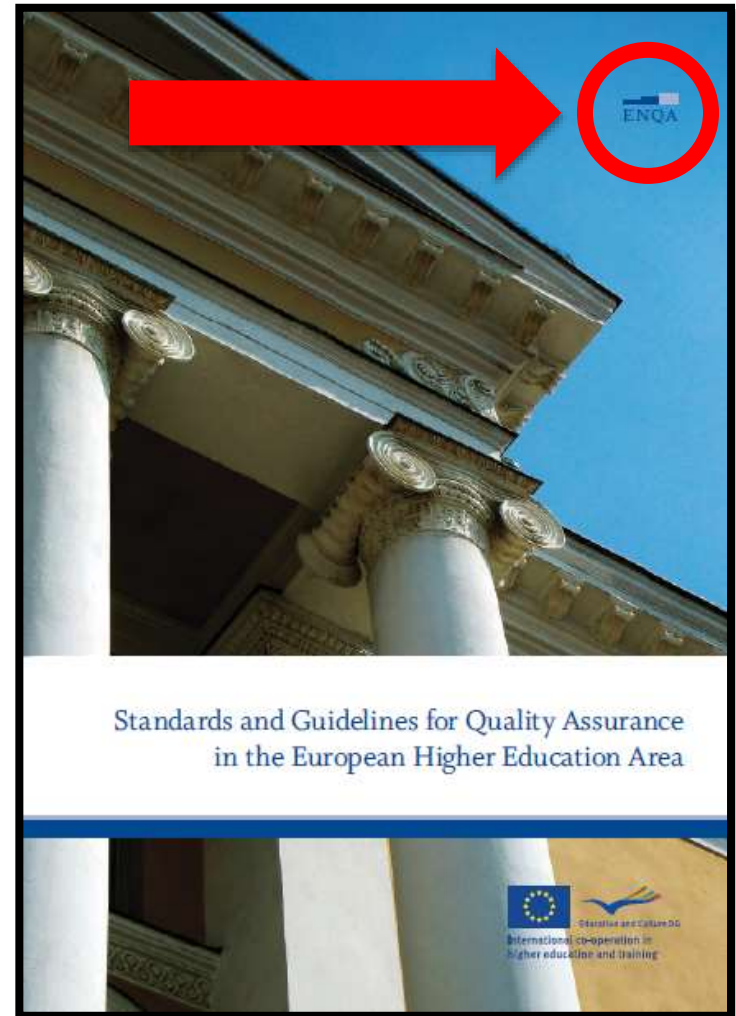
Bergen Ministerial Conference (2005)



EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION



and a “REGISTER”?



Main issues for the ESG 2005



Focus on the educational process
(or at least its main surrounding areas)

Minimum common denominator (of 40 countries)

Not strong/relevant principles

Unclear relationship between Standards and Guidelines

Weak language

Very different context (no ECTS, EHEA QF, LO, DS, EQAR, ...)

What did the ministers say?



Bucharest Communiqué (2012)

“We acknowledge the ENQA, ESU, EUA and EURASHE (the E4 group) report on the implementation and application of the ‘European Standards and Guidelines for Quality Assurance’ (ESG). **We will revise the ESG to improve their clarity, applicability and usefulness including their scope.** The revision will be based upon an initial proposal to be prepared by the E4, in cooperation with Education International, BUSINESSEUROPE and the European Quality Assurance Register for Higher Education (EQAR), which will be submitted to the Bologna Follow-Up Group.”

Bologna tools & instruments

ECTS

Diploma Supplement

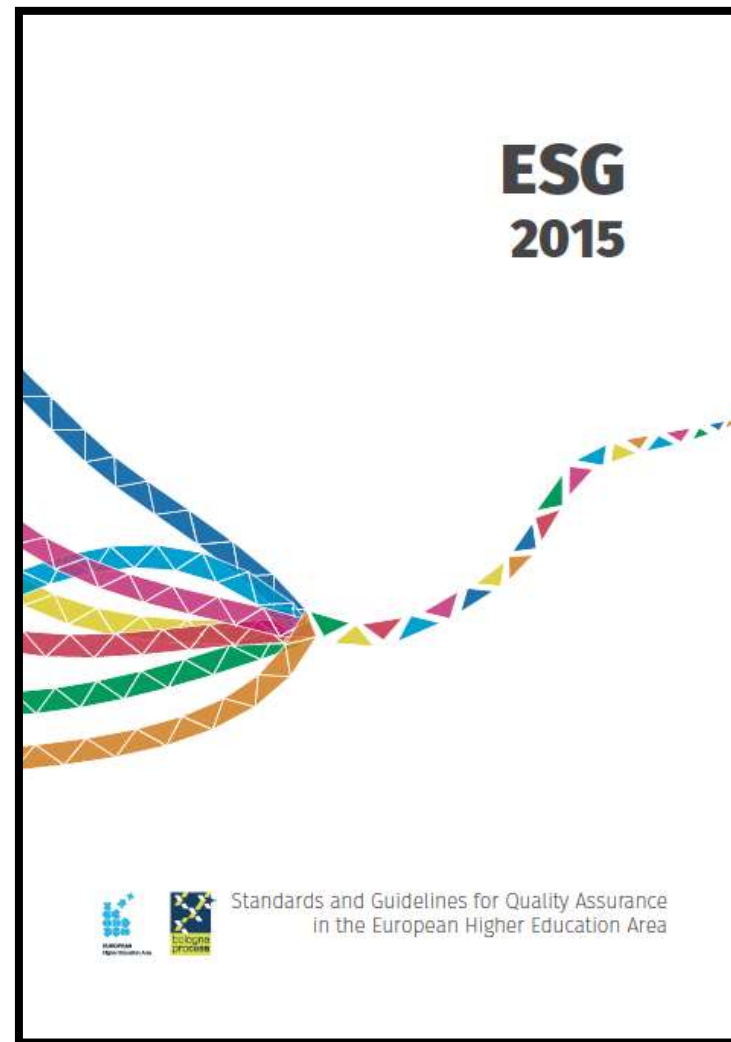
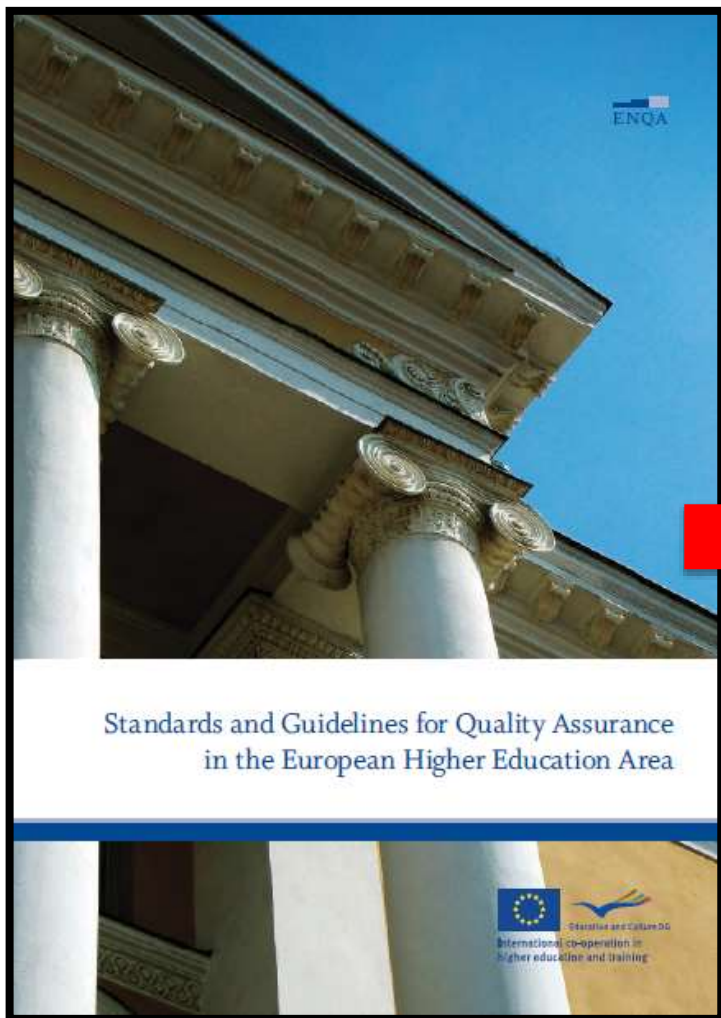
Learning Outcomes

EHEA QF

Cycle system



European Standards & Guidelines



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**ESG 2015,
a game changer?**

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Scope



“The **focus** of the ESG is on quality assurance related to **learning and teaching in higher education**, including the **learning environment and relevant links to research and innovation**. In addition institutions have policies and processes to ensure and improve the quality of their other activities, such as research and governance.

The ESG apply to all higher education offered in the EHEA regardless of the mode of study or place of delivery. Thus, the ESG are also applicable to all higher education including transnational and cross-border provision. **In this document the term “programme” refers to higher education in its broadest sense, including that which is not part of a programme leading to a formal degree.**”

Four principles



- Higher education institutions **have primary responsibility for the quality of their provision** and its assurance;
- Quality assurance **responds to the diversity** of higher education systems, institutions, programmes and students;
- Quality assurance **supports the development of a quality culture**;
- Quality assurance **takes into account the needs and expectations of students, all other stakeholders and society.**

ESG Part 1 - Internal QA

Learning process

1.2 Design and approval of programmes

1.3 Student-centred learning, teaching and assessment

1.4 Student admission, progression, recognition and certification

Learning environment

1.5 Teaching staff

1.6 Learning resources and student support

Info & transparency

1.7 Information management

1.8 Public information

Internal QA system

1.1 Policy for quality assurance

1.9 On-going monitoring and periodic review of programmes

1.10 Cyclical external quality assurance

ESG 2005 vs ESG 2015



Is it really that new? What a surprise!



Evolution, revolution or adaptation?

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Student-Centred Learning, what is it all about?

what is it all about?

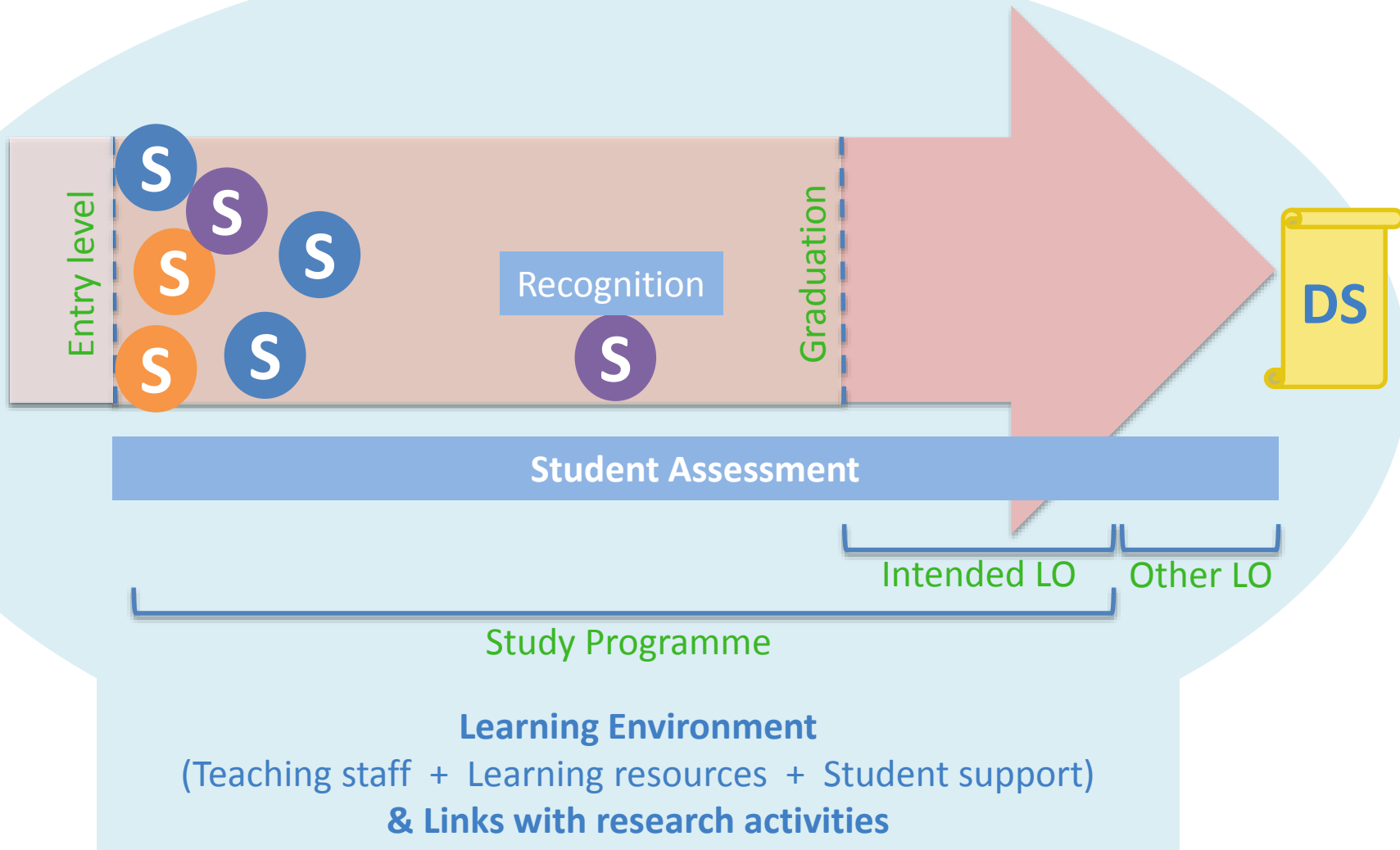
SCL – A new concept?



“Student-Centred Learning and the teaching mission of higher education

We reassert the importance of the teaching mission of higher education institutions and the necessity for ongoing curricular reform geared toward the development of learning outcomes. **Student-Centred Learning requires empowering individual learners, new approaches to teaching and learning, effective support and guidance structures and a curriculum focused more clearly on the learner in all three cycles.** Curricular reform will thus be an ongoing process leading to high quality, **flexible and more individually tailored education paths.** Academics, in close cooperation with student and employer representatives, will continue to develop **learning outcomes** and **international reference points** for a growing number of subject areas. We ask the higher education institutions to pay particular attention to improving the teaching quality of their study programmes at all levels. **This should be a priority in the further implementation of the European Standards and Guidelines for quality assurance.”**

Learning and teaching process



Quality Assurance in EHEA

EHEA (ESG + EQAR)

Quality Assurance Agency (ESG part 3)

External Quality Assurance (ESG part 2)

Internal Quality Assurance (ESG part 1)



Learning & Teaching process

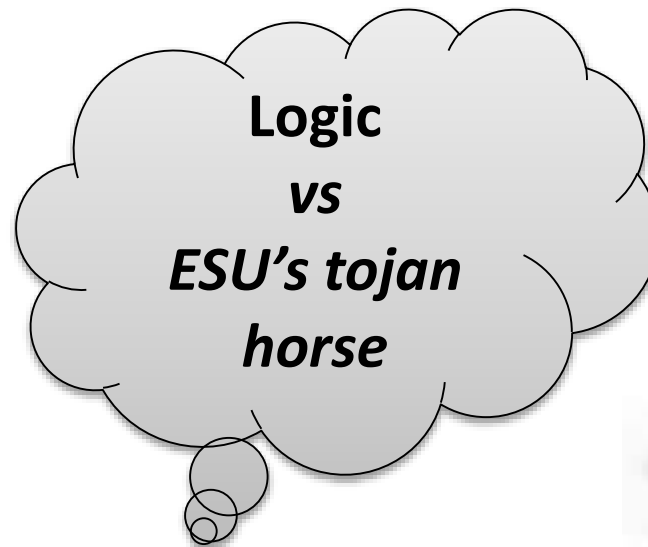
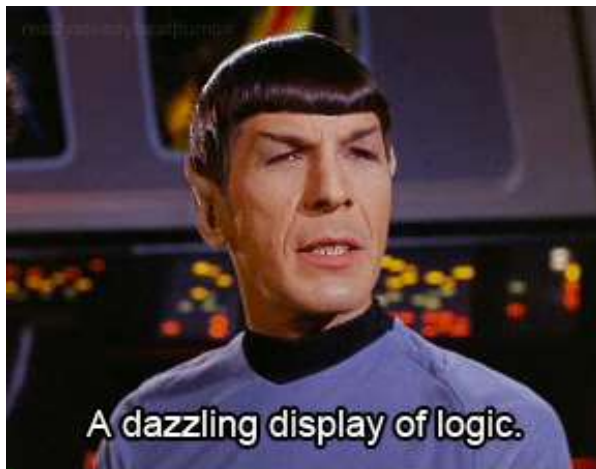
- Study Programme
- Links with research
- Student-Centred Learning
- Assessment & certification
- Recognition
- Teaching staff
- Learning resources
- Student support

It is really great when all the parts work together

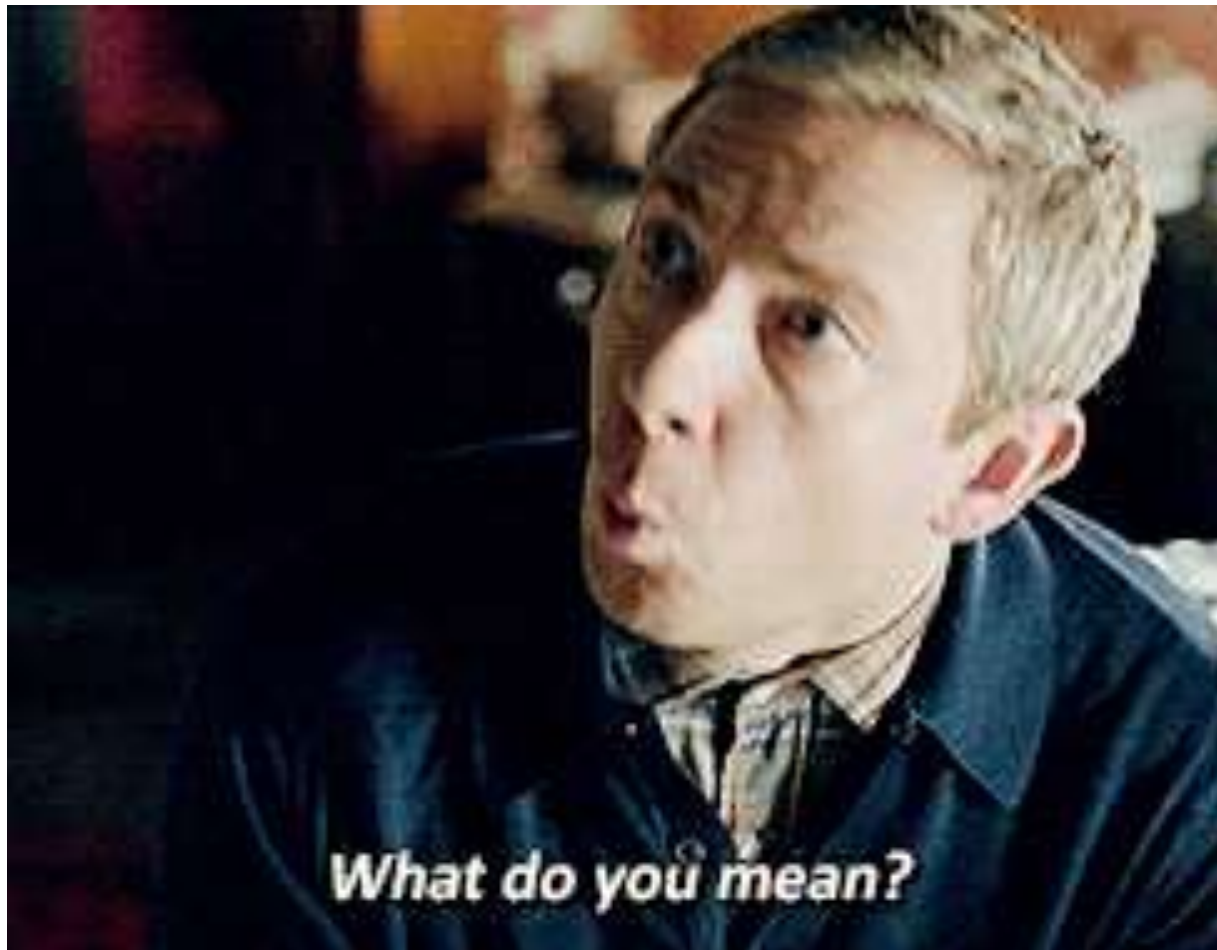
ESG part 1 - 1.3

- 1.3 Student-centred learning, teaching and assessment

Institutions should ensure that the programmes are delivered in a way that **encourages students to take an active role in creating the learning process**, and that the **assessment** of students reflects this approach.



ESG part 1 - 1.3



ESG 1.3 - Guideline (I)



Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means **careful consideration of the design and delivery of study programmes and the assessment of outcomes.**

The implementation of student-centred learning and teaching

- respects and attends to the **diversity of students and their needs**, enabling **flexible learning paths**;
- considers and uses **different modes of delivery**, where appropriate;
- flexibly uses a **variety of pedagogical methods**;
- **regularly evaluates** and adjusts the modes of delivery and pedagogical methods;
- encourages a **sense of autonomy in the learner**, while ensuring adequate **guidance and support** from the teacher;
- promotes **mutual respect** within the learner-teacher relationship;
- has appropriate procedures for dealing with **students' complaints**. (...)

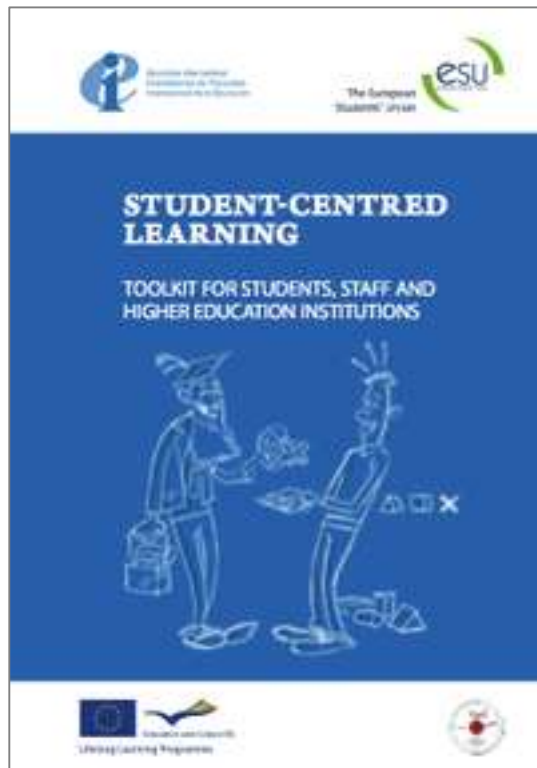
ESG 1.3 - Guideline (II)



(...) Considering the importance of **assessment for the students' progression** and their future careers, quality assurance processes for assessment take into account the following:

- Assessors are familiar with existing **testing and examination methods** and receive support in developing their own skills in this field;
- The criteria for and method of assessment as well as criteria for marking are **published in advance**;
- The assessment **allows students to demonstrate** the extent to which the intended learning outcomes have been achieved. **Students are given feedback**, which, if necessary, is linked to advice on the learning process;
- Where possible, assessment is carried out by **more than one examiner**;
- The regulations for assessment take into account **mitigating circumstances**;
- Assessment is **consistent, fairly applied to all students** and carried out in accordance with the stated procedures;
- A formal procedure for student **appeals** is in place.

Implementation of SCL



HERE - ES
PROJECT



Now everything
makes sense...



Doesn't it?

The European Students' Union

REPRESENTING STUDENTS SINCE 1982



Thank you!

@fernandomgalan

fernando.galan@esu-online.org



@ESUtwt



European Students' Union



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@fernandomgalan

fernando.galan@esu-online.org

The European Students' Union

Rue de l'Industrie 10 · 1000 Brussels, Belgium · Tel: +32 2 893 25 45 · secretariat@esu-online.org · www.esu-online.org